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THE GOVERNORS STATE UNIVERSITY



INNOVATOR



Volume 8, Number 28

Volume 8 Number 28

Structure of Student Senate

Who is eligible to be elected?

Any student who is enrolled and is carrying at least five credit hours.

When are the elections held?

The elections are scheduled at the beginning of each fall trimester. This year's election will be held Sept. 28, 29, and 30th, between the hours of 11:30 a.m. and 9:30 p.m.

Where are the polling booths?

There is only one polling booth and it will be located at the main entrance.

How many members of the Senate are there?

21. Some are elected for one year terms and some for two year terms.

How many senators will be elected this year?

17

What constituencies do the senators represent?

1 BOG Program representative for 1 year

1 BPA program representative for 2 years

2 CAS program representatives---1 for 1 year; 1 for 2 years

2 HLD program representatives---1 for 1 year; 1 for 2 years

2 SHP program representatives---1 for 1 year; 1 for 2 years

9 Student at Large Representatives---5 for a 2 year term; 4 for a 1 year term.

Are the Senators paid?

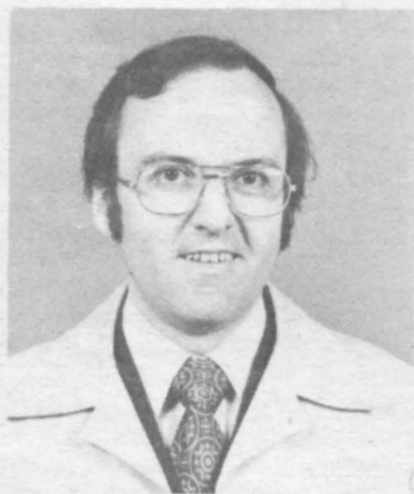
Senators can qualify for a tuition stipend, at the end of the trimester.

Do their decisions have any effect on the administration?

Their decisions are considered advisory.



Comparative Arts Program Added At GSU



Arthur Bourgeois

by Lisa McTigue

Comparative Arts, a new focus in the Fine and Performing Arts program, Visual Arts major, started at GSU this Fall.

Comparative Arts is designed to fulfill the needs of students who, according to Dr. Arthur Bourgeois, an originator of the focus, "have formulated interests in one or more of the arts, although not necessarily an academic background in these areas, and who wish to explore comparative studies in the arts."

Bourgeois, along with Joyce Morishita, formulated Comparative Arts in March when a gap between the arts departments was recognized. It was approved in May by the former Provost, Curtis McCray, and has since met approval by the BOG. Although Comparative Arts centers heavily on art history, it is combined with photo history, music, theatre, literature and aesthetics. The initial goal of this concentration, in Bourgeois' words, is to, "sweep the arts together and look for continuities."

The competencies for a Comparative Arts degree are as follows: A student must demonstrate:

an outstanding ability in his/her visual arts area: painting, print-making, sculpture, photography or comparative arts.

extrapolate a three dimensional object on a two dimensional surface or demonstrate a workable knowledge of one or more related arts such as music, theatre or literature.

knowledge and understanding of modern art.

knowledge of aesthetics and art theory.

knowledge and understanding of the cultural and social aspects of art.

knowledge of more than one visual arts area.

The competencies for music and theatre vary depending on the specific courses selected in these areas by the student.

A bachelor's degree in this field qualifies students for several jobs. Teaching, museum or art gallery assistant, art sales representative, collector or investor of art, retail

proprietor, advertising specialist, assistant to an artist are some of the major opportunities possible to a comparative arts major.

Bourgeois observed that, "to understand the spirit and inner life of a people one must examine its art, literature, and music because these expressions provide the real record of a man's experience as he perceives them in both a rational and irrational manner. A comparative study of the arts with reference to the life and times that produced them provides a broader understanding not only of the past but a more multidimensional awareness of the present."





Editorials

by Thom Gibbons

Change Traffic Regulations

GSU policy concerning traffic fines should be reviewed. Chief Love brought up several points that are worth considering. The INNOVATOR agrees with him that there has to be some way of enforcing the fines, otherwise those who pay for the parking decal are being unjustly told to subsidize those who do not.

Love contends that many of the student violations occur during the first week of school. It would seem that it would be reasonable to relax the regulations at that time and allow

a grace period to purchase the stickers.

He also stated that many of the violations occur during university sponsored events. Many of the people who come to those events consider themselves guests of the university. It certainly doesn't reflect well on GSU's good name to have its guests going away in anger.

Part of the problem may be that there is only one collection booth off Stuenkel Rd. The other entrance directs people to the booth. However, the sign is small.



Letters

TO THE EDITOR

Parking Fine Abuse?

Why are traffic and parking fines paid to the community of Park Forest South? It doesn't make any sense to me that these fines are paid to this community when the Public Safety Officers are paid by GSU. GSU should set up a university court system of some sort to take care of these minor law violations. The money from the fines could then be used for

something useful such as paying for the safety officers salaries and training. I really believe this is something that the university should look into because of the time and cost factors involved to both the students, staff, and the University.

Stephen J. Bluth

Love Responds

"We don't particularly want to punish the students," GSU Director of Safety Norman Love said in response to Stephen Bluth's letter, "but this is the only fair way we have of enforcing the traffic regulations."

Parking tickets are written under the jurisdiction of Park Forest South only as a means of enforcement. This is essentially the same policy that is followed at Chicago State University where the laws are enforced by the City of Chicago. CSU tried enforcing its own regulations at one time, but no

one paid the fines, even though this meant the withholding of grades.

Love says that most of the tickets are issued to non-students who attend university sponsored events. In his experience with students, most of the tickets are issued during the first week of any trimester. In addition to those he says that some refuse to abide by the regulations at all, "some names keep appearing on the traffic tickets."

GSU receives no revenue as a result of these tickets.

Letters to the Editor Policy

Readers are encouraged to write letters to the editor. Letters must be limited to 300 words, typed and double spaced. They are subject to editing. Writers are expected to make their points in terms of issues.

No unsigned letters will be accepted for publication. Names may be withheld only upon request.

Said Voices Appreciation

Dear Editor:

Sometimes it is hard being a leader. You have to set the pace, take the initiative, and be the non-conformist. But whatever goal you wish to reach, whatever road you wish to travel, try setting a good example and helping lead others toward the right road. The opportunities the Student Activities gave me to serve my fellow students will linger in my mind forever. Since GSU is where I finished what I started. I finished my graduate work this summer.

The time has come to resign as a Senator representing the College of Arts and Sciences. I am hoping to

apply the training received from the leadership training into my day-to-day life. My resignation shall take effect as of Aug. 31, 1982.

Special thanks to the Director of Student Activities and his staff, and also to the student senate body for their cooperation.

Sincerely,
Chief F.O. Said

Ed Note. Chief Said also served on the Student Communications Media Board, which is responsible for student publications. All who worked with him in SCMB are grateful to him for his help and many kindnesses.

THE INNOVATOR CREDO

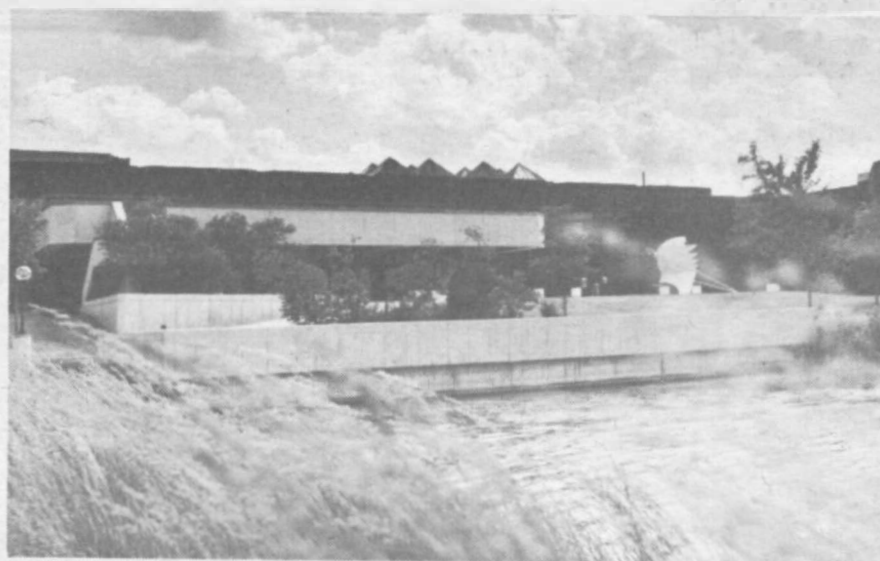
Grant us the wisdom that we may learn to use our knowledge for a worthy purpose. Editorials, comments, cartoons and captions represent the opinion of the editorial board of THE INNOVATOR and do not necessarily represent the opinion of student representatives, the student body in general, adviser, faculty or administration of Governors State University. Signed editorials are opinions of their authors. The INNOVATOR recognizes fairness, therefore, welcomes rebuttals, comments or criticism.

apology

Innovator Staff

Managing Editor Thom Gibbons
Layout Editor Candy Anderson
Reporter Jim Perez

We wish to apologize to Ms. Nancy Pekala for not giving her proper credit for her article entitled "GSU depends on this Student" which appeared in the Aug. 31, 1982 issue.



Needed For GSU: A Soul

by Carl Stover

University Professor, Public Administration Division

It is no secret that morale is low at Governors State University. Faculty and administrators are tired, discouraged, anxious, pessimistic--in a word, dispirited. (Recent and welcome exceptions are the strong positive statements made this Fall by our President and our new Provost. Their example is literally encouraging.) Nevertheless, budgets are being cut, positions are being eliminated, reorganizations and realignments are constantly rumored (yet never seem to happen, leaving everyone in a state of uncertainty). Grants and loans are fewer, salaries are frozen (or nearly so), the heat is lower, the air conditioning is higher, and the cafeteria is closed most of the day. The talk all over the University is of "Student Credit Hours," "Headcount," "Full-Time Equivalents" and such like bureaucratic accounting definitions upon which budgets depend. Students, professors, staff, programs, Divisions are worried about whether they individually will survive, and there is even some fear for the survival of the whole University.

The material difficulties the University is in are obvious reasons for concern, if not depression. But underlying these, and I believe contributing to them, is a spiritual lack. Everyone is worried about surviving, but no one talks about why the University *should* survive, about what it ought to live for. Everyone talks about "headcount," "budget lines," "personnel dollars" but nobody talks about our function, mission, role, essence. It should not surprise us that our Boards are implicitly questioning whether we should exist when we ourselves have no clear sense of *why* we should.

There is no felt sense of mission, purpose or *raison d'être* which unites us, defines us, inspires us.

The main reason for this is that GSU has rejected its old identity without finding a new one. Like refugees who have left their old country without renouncing it and gone to a new one without fully embracing it, we are *anomic*: suffering from a sense of dissociation and confusion, disorientation, rootlessness, or as Webster's defines it, "lack of purpose, identity or ethical values."

At its founding and for a few years thereafter, GSU had an identity, a mission, an *esprit* that was understood by all, and shared by most: we were to be a future-oriented, experimental, new, open institution. The key word summing it all up and serving as motto was "Innovation." (Did you ever wonder why this newspaper is called "The Innovator"? GSU was to be not just a new but a consciously and deliberately different institution: one which would overcome the failings of old universities, would make higher education available to people whom they did not serve, would deliver knowledge in new and more effective ways.

Innovation had its problems, particularly in implementation, and especially as "Innovation" itself became a dogma, and we strove not to do anything the same way the older universities did, *because* that was the way they did it. This explains why GSU had no definite curricula, no grades, no semesters, no faculty rank, no departments, no lecture halls, no solid walls, not even any doors on faculty offices. Our "innovativeness," "flexibility," "openness," "modularity," and "humaneness" were used by some and perceived by many (especially outside the

Cont. on page 4

STUDENT AWARENESS?

VOTE

The following is the result of a poll taken in the cafeteria on Tuesday Sept. 21, 1982. Twenty-five persons responded to the questionnaire.

1. Are you aware of next week's student election?
yes 52% no 48%
2. Do you plan to vote?
yes 72% no 28%
3. Do you know what the student senate does?
56% no 44%
4. Do you care what the student senate does?
yes 80% no 20%
5. Do you know anyone running in the student senate election?
yes 32% no 68%
6. Have you ever considered running for the senate yourself?
yes 52% no 48%

Seventeen new members will be elected to the Student Senate this week. The position carries much responsibility. Each senator will be actively involved with student affairs. Beyond that, the senators have the responsibility for approving the annual budgets for all student organizations. These funds are drawn from the "activities fee" that every student pays upon registration.

In order to vote, one must be a registered student at GSU. The INNOVATOR encourages all students to take the couple of minutes that will be necessary to cast a vote. The polls are open all day and into the evening for the students convenience and they are located just inside the main entrance to the building.

Take a couple of minutes to be involved with what is going on at GSU and vote for the senator you want to represent you.

PUBLIC SERVICE

Printmaking Show on Display

Marcia Glesener, a graduate student in printmaking, is conducting a show entitled "Soaring things That Fly." The prints are on display daily in the Visual Arts Gallery in "B" Lounge from 10:30 a.m. to 4:30 p.m. through Sept. 29th.

Jazz Concert

The faculty Jazz Concert will be held September 30 at 7:30 p.m. in the Music Recital Hall. Admission is free.

S.A.M. Open House

The Society For Advancement of Management (S.A.M.) will hold their open house on Monday, October 4th, from 5:00 to 7:00 p.m. The open house will be held in the Honors Dining Room located next to the cafeteria.

Noonday Book Reviews

The GSU Campus Ministry is sponsoring a series of Noonday Book Reviews. The reviews will be held on Tuesdays from October 5 thru November 9. The meetings will be held at The Lutheran Church of The Holy Trinity on Crawford avenue and Lindenwood Drive, in Matteson. Soup and coffee or tea will be served at a \$1.25 per person.

On Tuesday, October 5th, Professor Thomas Kelly will review *Ethnic America*, written by Thomas Sowell.

Tuesday, October 12th, Peter Goodchild's *J. Robert Oppenheimer Shatterer of Worlds* will be reviewed by Professor Daniel Bernd.

Fellowships

The National Science Foundation is accepting applications for minority graduate fellowship programs. The awards will be given to students pursuing masters or doctoral work in the following areas: mathematical, physical, biological, engineering, and social sciences and in the history and philosophy of science. The award will be for one year in the amount of \$6900. Further information can be obtained through the financial aid office. Deadline for applying is Nov. 24, 1982.

Constitution Exams

The U.S. and Illinois Constitution examinations are being administered in the testing office. The tests are required for those wishing to obtain Illinois teaching certificates. Testing hours are 5 to 7 p.m. Tuesday, Wednesday and Thursday evenings.

Haynes Appointed

Dr. Felix T. Haynes, jr. has been appointed vice president in charge of special programs and continuing education at GSU. He came to GSU after serving as dean of research and evaluation at Daytona Beach (Florida) Community College.

GSU Exhibitors

Tom Stubbs and John Payne of GSU will be exhibiting their works at the Northern Indiana Arts Association, 8317 Calumet Ave, Munster Indiana from Sept. 21st through October 13th.

Poland in Motion Pictures

by Thom Gibbons

GSU is sponsoring a film/lecture series by Wojciech Wierzewski, PH.D beginning Monday evening October 4th and continuing through Dec. 13th at Facets Multimedia, 1517 W. Fullerton, Chicago. Each session will start at 7:00 p.m., and those attending the entire series can earn 2 hours credit.

The film, *Workers '80*, which will be shown Dec. 13th, is coupled with a lecture titled "Polish Cinema and the Solidarity Movement." Each session will use the same format. The series will trace the history of Polish films

from the days of silent film to the present day. Wierzewski is a film scholar from Warsaw University who has worked at Indiana University.

An admission charge, for those auditing the course, of \$50 is payable on the first night, Oct. 4th. Those who elect to take the course for credit will be charged as follows: undergraduates, \$135.50, graduates \$144.50 (the admission fee is included in the tuition).

For information call Christine Cochrane, GSU special programs and continuing education at extension 2121. The course number is SCAS 5418.

Fall Theology for Lunch

Sept. 29--"The Riches of the Third World: The Voluntary Missionary Movement," by Thomas Cahill, lay missionary, Yorkville, Ill.

Oct. 6--"Lay Spirituality for Our Time: A Search for God," by Father Aloysius Sieracki, Carmelite Third Order, Darien, Ill.

Oct. 13--"Faith, Justice and El Salvador," by The Rev. Mr. Schatz Schmidt, Immanuel Lutheran Church, Chicago.

Oct. 20--"The Sanctuary Program: Refuge Via the Church," by Father Charles Dahm, Eight Day Center for Justice, Chicago.

Oct. 27--"St. Francis: Everybody's Saint . . . A Protestant Perspective," by The Rev. Mr. Elmer N. Witt, GSU Campus Ministries.

Theology for Lunch meets every Wednesday during the academic trimester at 12:00 noon in the Honors Dining Room adjacent to the Cafeteria. All are invited.



After conducting the annual faculty convocation on Sept. 1, 1982, GSU President Leo Goodman-Malamuth II invited all the faculty members to join him on the patio for a bar-be-que.

ANNOUNCEMENTS OF INTEREST

New Financial Aid Director Appointed

Clark Defier is the new Director of Financial Aid.

Photography Workshop

Jeffrey Gilbert, Chicago photographer and collector of photographic art, will present a free lecture entitled "Self-representation--Ideas and Images" at the Infinity Gallery of Governors State University on Friday, Oct. 8, at 7:00 p.m. He will discuss the development of photography in relationship to the establishment of modern art.

Artists Self-Marketing

CAS WILL SPONSOR a symposium workshop entitled Professionalism in the Visual Arts from Oct. 5th through Oct. 9th in the 'B' Lounge.

The workshop is for artists and art students who plan to establish themselves in the art business. It is designed to acquaint the artist with art marketing, finances, taxes, and management.

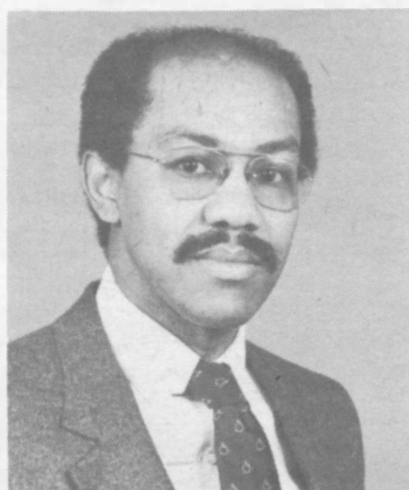
Those interested in this series can contact John Payne at extension 2412 or Special Programs at Ext. 2121.

Self-Defense For Women

Self-defense for women will be taught at the South Suburban YMCA on Wednesday evenings from 7 to 9 p.m., beginning October 13th. For information call 748-5660.

Drunk Driving Laws to be on Display for Inspection at GSU

An exhibit explaining the new drunk driving laws will be on display on Oct. 5th and Oct. 6th in the Hall of Governors.



Warrick Carter, CAS

Dr. Warrick Carter, chairman of the Division of Fine and Performing Arts was named by **School Musician, Director and Teacher** as one of the ten outstanding music educators of 1982. At the same time, he became president of the National Association of Jazz Educators.

Graduate Education

A conference on Graduate Education for Minority Students will be held at the University of Illinois at Chicago on Friday, Oct. 8th, between the hours of 10:30 a.m. and 6:00 p.m., and is open to all minority students and counselors.

Interested? Contact the Committee on Institutional/Cooperation at 990 Grove Street, Evanston, IL 60201 or phone (312) 866-6630.

Learning Alternatives

The Washington D.C. Center for Learning Alternatives announced an Oct. 22, 1982 deadline for applications for its Feb.-Aug. 1983 graduate session in business/government relations. Additional information can be obtained through the financial aid office.

Poetry Corner

by Curtis Taylor

School Play

And here we have all
Our little bested players
Enmeshed and spiralling
Down the corridors of our parent's dreams.

Gird me up without cartoonish harshness
But mellow movies move me
And here we have all -
Let my bow take a twinkling lead.

Scherzo, Riff and musical,
I'll dance in my mother and have my cake,
I'll sing between tympani,
Twirl in speech, then confident, travel

Raised by the mystical steps
That wack along as history, diamonds
And music crush in the temple,
The temple just woven with life.

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GSU's Renaissance Man



by Lisa McTigue

What would you call a teacher, philosopher, theologian, bible scholar, adventurer, linguist and historian of ideas? Here at GSU we call that individual Dr. Wei.

Dr. Anthony Yueh-shan Wei has been a teacher of philosophy and religion for nineteen years, the past eleven of which have been spent at GSU.

Wei's credentials rate him in the top ten percent of his profession. He received both a B.A. and M.A. in philosophy and religion at the Salesian University in Rome. In 1962, he continued his education in Biblical studies at the Biblical Institute, also located in Rome, obtaining another master's degree. As his knowledge grew, so did his interest. Wei completed his studies in philosophy and religion in 1969 at the Freiburg University in Switzerland, acquiring his Ph.D. He then pursued a master's degree in Library Science at the University of Pittsburgh.

Although contemporary German and French philosophy is his specialty, Wei has been influenced by a variety of philosophers and scientists. The teachings of French philosopher Teilhard de Chardin, Swiss psychoanalyst Carl Jung, British/Jewish scientist and philosopher Jacob Bronowski, and Chinese philosopher Menicus have shaped his vision of life. According to

Wei, the aim of philosophy is, "searching to live your life with integrity."

Religion and philosophy are combined for Wei. His Chinese upbringing plus Western education in Europe present difficulties with cultural identification. Wei is trying to bridge the gap between the two cultures, but he finds it very hard. However, he admits that Bible study has helped him to better understand Western society and mentality.

Separate from Bible study, Wei is also a theologian. He explains that theology, the study of God, is not only Christian in nature. There are two distinct branches of theology: Speculative, which is the philosophy of religion and is based on a rational approach, while Positive is the use of revealed sources. According to Wei, "human endeavors come together and do not separate issues."

In 1967, Wei travelled to Jerusalem, "to see the land and become familiar with the geography." While he was there, he attended the Ecole Biblique et Archeologique Francaise, the French school of biblical and archeological studies, where he studied under Professor Roland de Vaux, a Dead Sea Scrolls scholar.

As a linguist, Wei speaks Italian, French, German, English and Chinese. He can read Greek, Latin, Spanish and Arabic. He noted that, "with the language, you understand the peoples' minds." During his travels, he has found that, even while people may know several languages, they respond more warmly to their own language. "Learned language reaches your mind while the native language touches your heart," he believes. Wei is interested in learning even more languages, possibly Slavic or Scandinavian.

Aside from his classes at GSU, Wei occasionally gives speeches about Chinese culture, philosophy and biblical studies. He has been among the guest speakers for the Theology for Lunch sessions and discussed such topics as historical background, geography and biblical interpretations.

Cont. from page 2

University) as subterfuges for a lack of standards.

In response to this perception, Governors State a few years ago quietly abandoned nearly all its innovative ways. We instituted grades, and trimesters, and Good Standing policies, and departments ("divisions") and chairmen. We established a more structured form of governance. We printed a catalog, and pretty well stuck to it. But in throwing out the dirty bathwater (of which there was plenty) we also threw out the baby, and we have not conceived a new one. As a result, GSU is like an empty bassinet gathering dust in the corner--it's there, but no one's sure why. To put it more plainly, we have abandoned our mission of "Innovation," but have not articulated a new one.

We have, to be sure, a new formal mission statement--but I defy anyone to tell me in a few words what it means. Rather than the well known slogans of "innovation," "openness," and "flexibility," we have a solid page of double-hedged bureaucratese which reads like the Federal Register--and is about as inspiring. We have silenced the battle-cry of "Innovation!" and substituted a whimper.

This would be unfortunate under any circumstances, for an institution, even more than a person, needs a sense of direction, of purpose, of values.

It is all the more unfortunate in that the University is now in many respects a much better institution that it used to be, and is now on the verge of fulfilling two of its original functions that it never quite got together: articulation with the community colleges and tele-courses. We are in fact fulfilling one of our two most important original functions--making education available to classes of people shunned by traditional Universities: people over 30, working people, housewives, mothers and fathers who can't drop everything and move to Champaign for four years, people who were poor students in high school or their first year of college, but now, older, are stable and determined enough to make good in academe, people whom traditionalists don't consider to be "college material"--but who can be.

One of the reasons for our low morale is that we have concentrated on our failure to achieve our (mostly implicitly) changed mission of attracting the traditional young, full-time day student rather than our success at providing for the unusual students whom it was our original mission to serve.

I submit that it is time to drop subtlety and implication and state forthrightly what our mission now is. We need a brief, emphatic statement, one that is short enough to memorize, and clear enough to make sense to anyone.

Dean Milam has suggested that the mission of GSU should be "to be a good, solid regional university." I agree with him. GSU should be that. But as much as I admire its brevity and straightforwardness, I would not adopt the Dean's statement verbatim. Though I won't put words into Dr. Milam's mouth, the statement on its face implies "just like a thousand ordinary, regular schools." GSU cannot be a regular school, and should not aspire to be. By law we may have no freshmen or sophomores, and by design and penury we have no dormitories. We are not, and without statutory change we cannot, be, another Eastern Illinois or S.I.U. or San Jose State. While it leaves something to be desired in the departments of brevity and eloquence, I propose the following: **"The mission of Governors State University is to make available to all who sincerely seek them, superior education training and research,**

September 28, 1982

which are suited to the needs of the students and of the people of Illinois."

Let me explain my terms--

1) To make available to all--This is what sets GSU apart from most universities. A distinctive and important feature of GSU is that it strives to make advanced knowledge available not to an elite, but to everyone. Unlike most other schools, we have open admission and low tuition. We accept a full two years (60 hours) of community college credits, and are generous in evaluating upper-division transfer credits, military and commercial training, and credit for life experience. We offer courses morning, noon, evening, and night, on campus, off campus, at places of work, and soon in thousands of living rooms via cable television. We welcome minorities and low-income students. We provide day care, tutoring, cheap and convenient parking, and (sometimes) direct connections to mass transportation. In short, we try to be, and we are accessible.

2) Who sincerely seek them--One of the greatest handicaps GSU has had to overcome is a reputation as a degree mill. This was never true across the whole university, but it was true in certain programs, and we all got tarred with the same brush. Let us make it explicit that those days are over.

3) Superior--Superior has two senses: first, higher, or more advanced in degree. As an upper-division and graduate institution we by definition provide education that is superior in this sense.

But superior also means "of higher quality," "better," and it is essential that GSU be an institution of "superior education" in this second sense as well. The most important thing is for GSU to be, and to be known, as a high quality institution.

Most of GSU, as mentioned above, has always been of good quality, but there were exceptions. We can no longer tolerate them. It takes only a few lemons to give a product a bad reputation. Now we must insist that every student, every professor, every course, every program meet minimum standards. This means reading, writing, and mathematics competency testing. It means a mandatory minimum of liberal arts courses for all students. It means enforcing respectable degree and course requirements. It means tough program and curriculum reviews and making, not just noting, the changes these reviews reveal to be needed. It means strict standards for employee selection, retention and tenure. It means recognizing, rewarding and encouraging excellence, and also recognizing--and refusing to accept--inferiority.

4) Education, training, and research--This is what we are supposed to be about, but they are words too seldom heard on our campus except as catch-phrases in faculty contracts. Our business is not to "generate SCH," it is to educate students, to train people for jobs and professions, and to expand art and knowledge. Any other services or activities the University provides are--or should be--strictly secondary and auxiliary to these. The classroom must be put before the conference room, the recital hall before the registrar's office, the laboratory before the labor union hall.

5) Suited to the needs of students--One of the main reasons for establishing GSU in the first place was a feeling that the older universities were unresponsive, that they were not giving students what they wanted, or what they needed to be prepared for life and work in the modern world.

GSU was to be different, and if it is to survive, it must be. This essay is not the place for an extended discussion of the individualized study plans of vore versus the standardized

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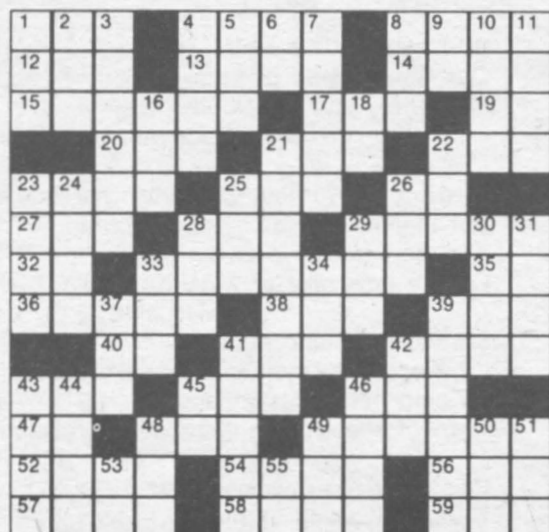
ACROSS

- 1 Period of time
- 4 Young cow
- 8 Window part
- 12 Decay
- 13 Region
- 14 Preposition
- 15 Sharp reply
- 17 Card game
- 19 Part of to be
- 20 Anger
- 21 Temporary bed
- 22 Mature
- 23 Arrow
- 25 Lard
- 26 Chinese mile
- 27 Dessert treat
- 28 Drink slowly
- 29 Postpone
- 32 Teutonic deity
- 33 Gratified
- 35 Xenon symbol
- 36 Lure
- 38 Nod
- 39 Fla.'s neighbor
- 40 Near
- 41 Everyone
- 42 Above
- 43 High mountain
- 45 Imitate
- 46 Exist
- 47 Nickel symbol
- 48 New Zealand parrot
- 49 Stab
- 52 Ginkgo
- 54 Utter defeat
- 56 Hindu cymbals
- 57 Merit
- 58 Emmets
- 59 RR stop

- 2 Fish eggs
- 3 Clothing
- 4 Concern
- 5 Skill
- 6 French article
- 7 Bundle of sticks
- 8 Err
- 9 Article
- 10 Antlered animal
- 11 Residence
- 16 Worthless leaving
- 18 Call — a day
- 21 Able
- 22 Be ill
- 23 Expired
- 24 Land measure
- 25 For shame!
- 26 Conducted
- 28 Crafty
- 29 Morning symbol
- 30 Spindle
- 31 Time period
- 33 Vessel
- 34 The sun
- 37 Headgear
- 39 Avoids
- 41 Armadillo
- 42 Oslo coin
- 43 Poker stake
- 44 Italian coin
- 45 Diphthong
- 46 River islands
- 48 Range of knowledge
- 49 Place
- 50 Household pet
- 51 Guido note
- 53 Teutonic deity
- 55 Carry —!

CROSS WORD PUZZLE

FROM COLLEGE PRESS SERVICE



A Walk With An Artist

By Thom Gibbons

On a warm August day I met Martin Puryear as he was working on his first environmental sculpture. He has worked on other sculptures, but never on this particular type of sculpture.

Puryear was standing waist deep in the grass and working on the small foot bridge that goes over the marshy area to the left of the pond. After a few minutes of conversation he said, "come, let me show you the sculpture."

We began walking up towards the Osage Orange on the small footpath that had already been completed. He described the foot path, "it's meant to be narrow (2 ft. wide) so that only one person can walk on it any one time. I want people to discover this path as they walk out of the grass. The whole sculpture is meant to be contemplative, and the paths are meant to be tactile and to be dealt with under foot."

The pathway is a semi-circle of some 500 feet. At two points the walk crosses small foot bridges: one over the marsh and the other over part of the pond.

As we stopped for a moment, Puryear told how he decided to build his sculpture in this place. "I walked over the grounds. I looked at everything, and then I noticed this stand of Osage Orange. You know, this is an ancient windbreak. It is unusual to see one here. It brought many images to mind. I thought of the farmers who once worked this land. Then I decided that this would be the perfect place for my sculpture."

As we walked slowly along, we came to the end of the path and a large boulder. On the other side of the

arc is another boulder. "These were put here to define the limits of the piece...Look under the trees. You see there is almost a tunnel created by the trees, that a man can walk through."

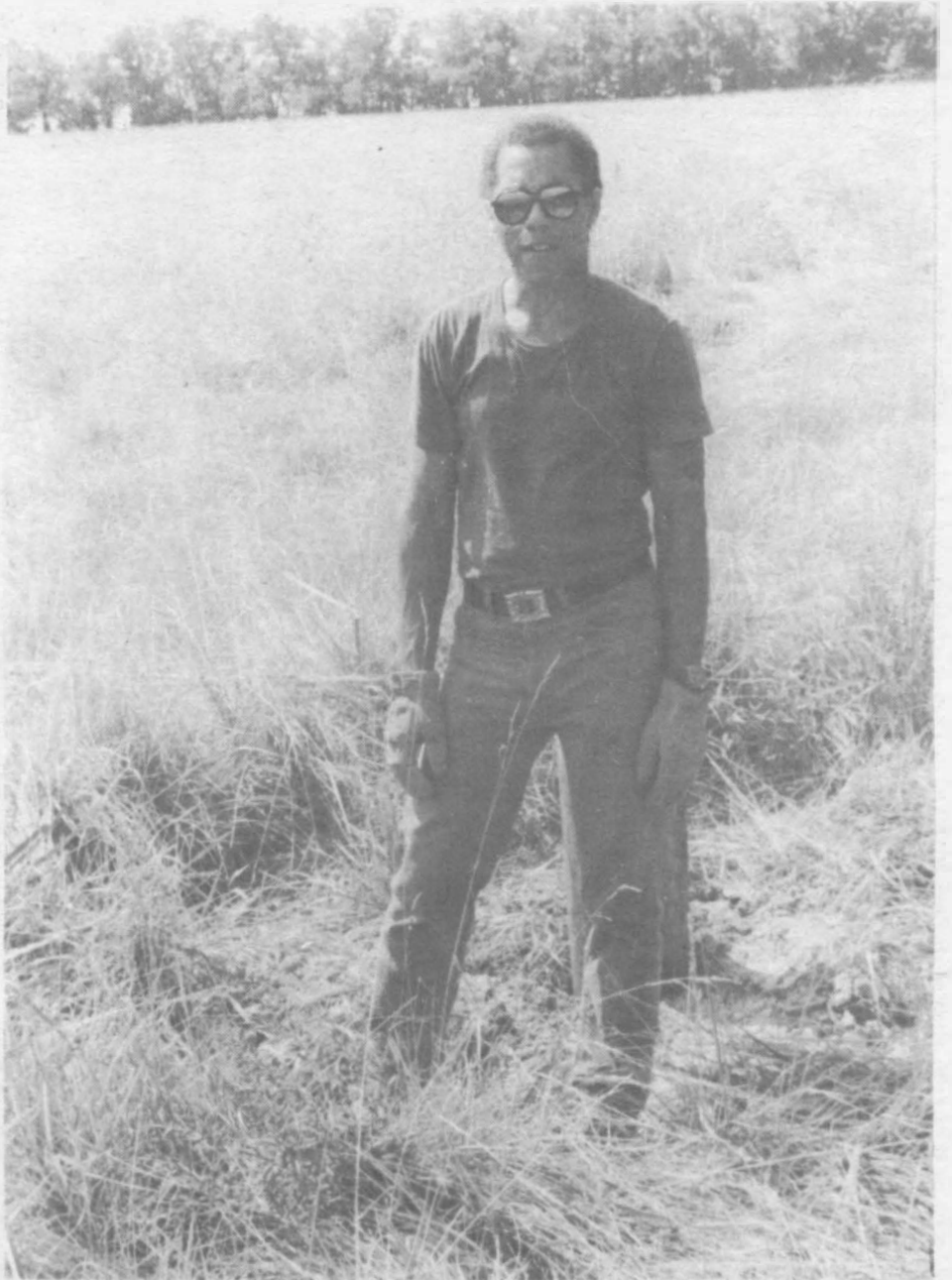
We walked beneath the shade and in the refreshing coolness of those trees until we came to spot where Puryear stopped. "Here is where the African ceremonial stool will be put. It is a little stool, not much bigger than this." With that he put his hand down to indicate a height of about 18 inches.

He squatted down and invited me to join him. Then we both looked out across the fields, the pond, and then saw the low profile of the University in the distance. He said, "it is such a beautiful place and I wanted to frame it, and lead others through this ecology zone."

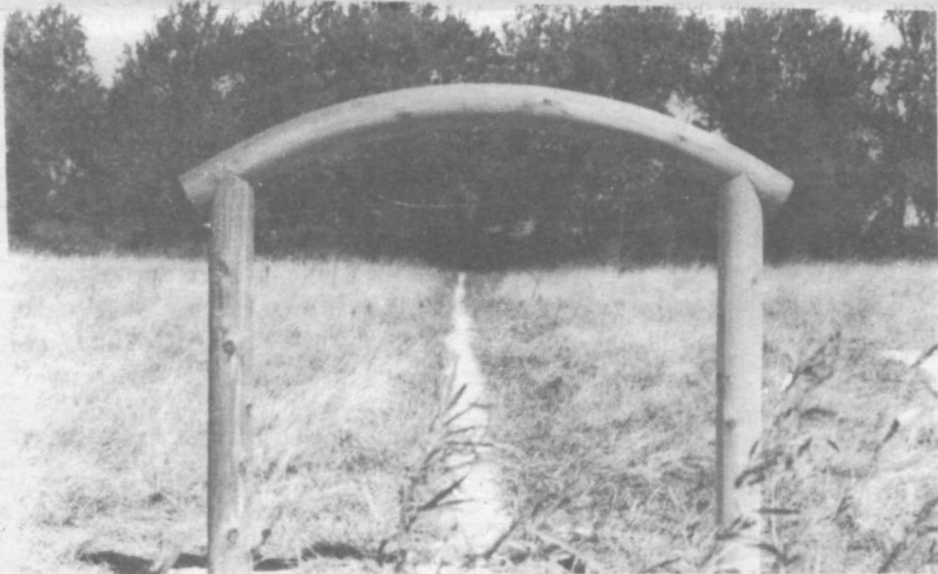
As the breeze lazily moved the trees and grasses in front of us, he pointed out that what he intended to create is, "a little place of peace that someone can get away to."

The posts and lintel that stand on the pathway leading up to the chair are meant to invite people to come into this zone of quiet and contemplation.

After a few minutes, it was time for Puryear to get back to his work. As I began walking back to the building, I stopped, turned around, and looked over the entire area once again. I felt that I had truly gotten to know and experience what the artist, Martin Puryear, intended to give to GSU when he planned and built his environmental sculpture titled, "Bodarck." Bodarck is the anglicization of the French words that words that once were used to describe the Osage Orange trees.



Michael Puryear standing in front of the Osage Orange, the back drop for his new GSU sculpture titled BODARCK. Photo by Mike O'Brien



Post and lintel that are meant to invite people into a contemplative mood as they walk up the pathway to the African ceremonial stool. Photo by Mike O'Brien

Things of the Past?

By Candy Anderson



No more Bears?

By Candy Anderson

What? No more Sunday afternoon or Monday night football games from the likes of the National Football League? How utterly ghastly to imagine a world without the bouncing pom-poms of the Honey Bears or Dallas Cowboy Cheerleaders. All of that just might become a thing of the past, at least



Where have all of the football fans gone?

where this football season is concerned.

The players want a higher percentage of television revenues that are received by each organization.

Economics Workshop Series to be Offered by GSU

"Give & Take," a series of twelve 15-minute programs that dramatize the importance of understanding economics, will be offered as part of two workshops for high school and junior high school teachers through the Office of Economic Education at Governors State University.

Registrants have their choice of attending one workshop on October 12, 14, 19, 21 and 26 at Thornridge High School from 3:15 p.m. to 6 p.m., or at Homewood-Flossmoor High School on November 3, 10, 17, December 1 and 8, from 4 p.m. to 7 p.m. Either workshop may be taken for one hour graduate credit.

"'Give & Take' helps bridge the gap between consumer education and economic education," said John Morton, director of the Office of Economic Education. "When students apply economic principles to consider decision making, they can more readily understand the usefulness of economics."

Several "Give & — Take" programs apply economics and its thinking processes to consumer concepts such as budgeting, and credit and saving. Other "Give & Take" programs deal with the economics of the marketplace. A large number of economic and consumer education materials will also be provided.

Said Morton, "These workshops will be useful for high school social science, business education, home economics and consumer education teachers. The 'Give & Take' curriculum will also help teach economic concepts at the junior high level."

Half-tuition scholarships are available to the first 25 students to register for either class through a grant from the Illinois Council on Economic Education and the GSU Office of Economic Education. Registration forms may be obtained by calling Peg Donohue at (312) 534-5000, ext. 2549.

Nobody can blame them, of course, but why put up such a stink that it forces the cancellations of all of their games for an entire playing season. The entire case borders on the ridiculous. These men are professional athletes, dedicated to the betterment and execution of NFL football. They train hard and long, putting in every ounce of their physical energy. Now why throw all of that effort out the window just for the sake of getting a larger check in the

pay envelope? It doesn't make very much sense.

However, at least the Chicago area fans will be spared the humiliation of having to trek out to the confines of Soldier Field on a below-zero, snowing afternoon and watch the Bears get stopped from making a touchdown when they go so far as to get the ball on their opponents' goal line. The whole thing could be a blessing in disguise.

Cont. from page 4

curricula of today, but we must preserve some flexibility for students to meet their own individual needs and desires as well as offering majors that are recognizable as such and a solid core of general and liberal education. In our haste to abandon "innovation" we have risked becoming "more Catholic than the Pope," i.e. more restrictive than the traditional universities we are now trying to emulate and more bureaucratic than the Department of Defense.

It is well to recall one of the proverbs of Mark Twain, who said "We should take out of a lesson the wisdom that is in it, and no more. A cat that has sat on a hot stove lid will never again sit on a hot stove lid--but neither will it sit on a cold one."

Two other brief comments are in order here. First, meeting the needs of students requires not only that there be some flexibility within a program, but that the program and its core courses be available. It requires that the University be able to add and drop and change programs as the world and its employment opportunities change. The real power over these matters resides with our Boards rather than with any of us on campus, but we need to articulate our mission--and the resources necessary to carry it out--as much to them as to ourselves.

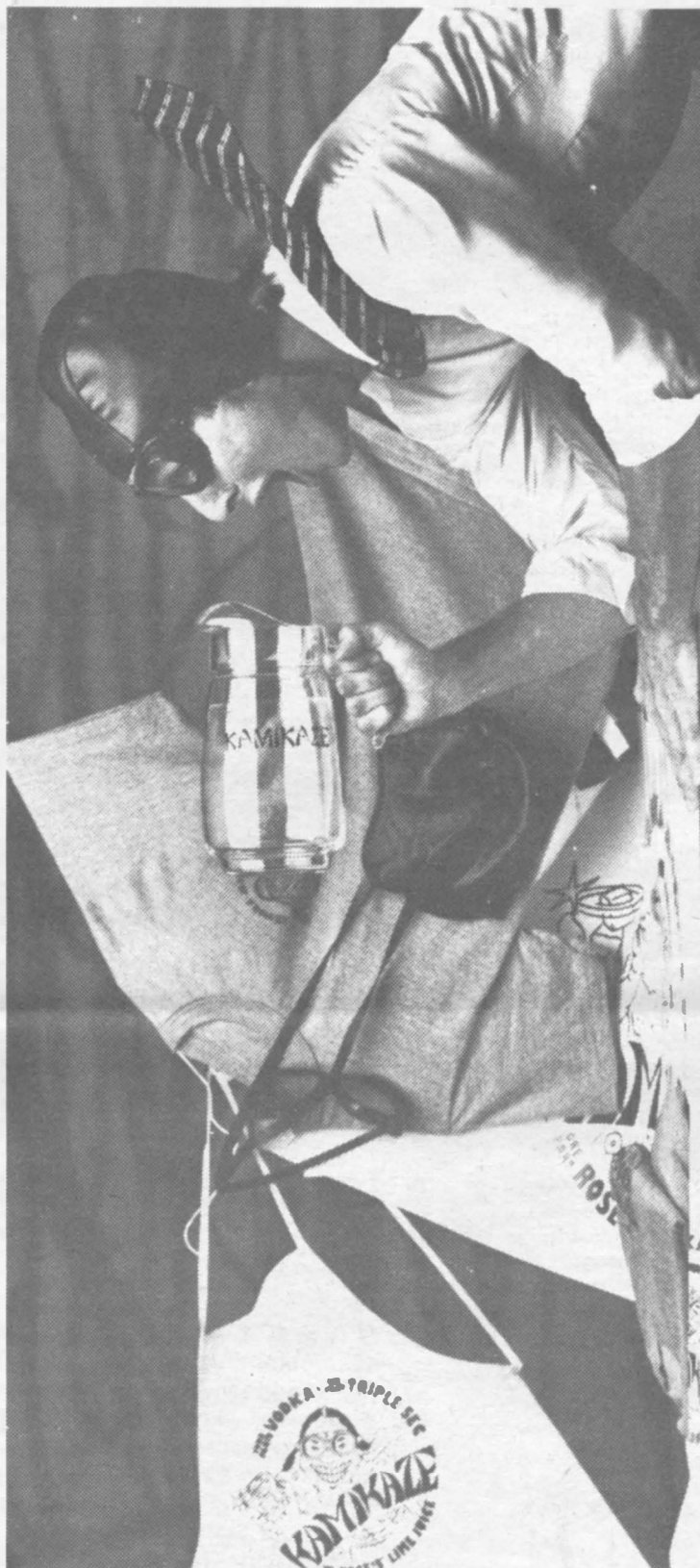
Second, "needs" must be defined broadly, and somewhat prescriptively. A man may not need literature, philosophy, history, or social sciences to be an accountant or a performing musician, but to be a Bachelor of Arts, he does. Most actual and potential GSU students pursue a degree for its utility, but by no means should our every subject be utilitarian. A large part of education may and should be useful for living without necessarily being useful for working. We need to insure a balance among those goals of education that we used to call "job efficiency," "cultural expansion," "inter-and intra-personal growth." Furthermore, the individual student's personal utility is not the only scale on which the value of the degree should be measured.

6) And of the people of the State of Illinois--The University must educate students not only so as to meet the needs of the student, but also so as to meet the needs of the community. Most of the University's budget comes from the taxpayers. They have the right to expect that our graduates will emerge prepared not only to further their own careers, but also to be contributing fellow citizens.

We need to remember that we are a public institution, established for the benefit of all the citizens of Illinois, and not just our own. In these days of selfishness, it is too often forgotten that education is a public good as well as a private one.

This is a double-edged sword: on the one edge, it means that we have a right to expect public support, because the public reaps substantial indirect benefits from the increased skill, knowledge, and earning power of our graduates. On the other edge it means that the public (and its representatives) have the right to ask us, "What are we getting for our money?" or more pointedly, "What are we getting that we wouldn't if you didn't exist?" We need to provide more to members of the public who are not degree-seeking students, in particular short courses, workshops and consulting, and we also need to answer the above question more loudly and proudly than we have.

Cont. on page 7



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JOBS

Human Services

HS-SW-657 Teacher II

Teaches and works with small groups of children in pre-school setting. Baccalaureate degree. Courses in childhood education and/or psychology required. **Chicago, IL.**

HS-SW-657 Teacher I

Under supervision of the Site Director responsible for the education and general development of pre-school age children. A.A. Degree or two years of college including three hours in early childhood education. **Chicago, IL.**

HS-SW-657 Secretary II

Clerical, Diplomacy, and Tact. Can be trained on crisis line. Independent projects that require detail minded person. High School Diploma or equivalent 2 years experience in a secretarial position. Typing speed 65 words per minute. **Summit, IL.**

HS-SW-657 Group Worker I

Plans and provides leadership for small groups and classes. Performs other duties as assigned. High School Diploma or equivalent plus experience as a Group leader. **Chicago, IL.**

HS-SW-657 Group Work Aide

Know swing schedule thoroughly, so that information can be given to others. Keeping records, reports, memberships, attendance and statistics. High School diploma and some office experience. **Chicago-Summit, IL.**

HS-SW-657 Group Worker II

Organizes and provides support and leadership for small groups of school age children. BA degree with major in Social Work, Education, or Recreation. **Chicago, IL.**

HS-SW-658 Building Superintendent

Must possess fundamental knowledge of mechanical, electrical, pneumatics, plumbing, steam plants, and cleaning procedures. Ability to supervise staff.

HS-SW-658 Aquatics Director

WSI certification and Fitness certification required. Experience preferred. Deadline for resume October 1, 1982.

HS-SW-658 Business Secretary

Type 50 wpm. Previous office management and clerical experience.

HS-SW-653 Coordinator for Social Setting

A knowledge in the field of alcoholism is essential, as are administrative and program skills. Must have ability in working with clients, staff, community and funding bodies.

HS-SW-655 Executive Director

The executive director sees to the overall effective management and growth of the activities and services within the center. Social Worker, starting salary \$14,000. Under the supervision of the director, is responsible for recruitment, enrollment, and eligibility determinations. KIDDIE COLLEGE Program Specialist, responsible for teaching of pre-school gym and swim, arts and crafts, and basic education of pre-school youngsters.

HS-SW 656 Research Associate

To work cooperatively with problems of child abuse and neglect. Mental health community service model established to include multi-service delivery system, administrative coordination or agencies, etc. Masters degree preferred. Knowledge of statistical applications, computer programming, research methodology, and SPSS-SAS. Salary \$600-900 per week. (min 20 hours per week). **Chicago, IL.** MD-40 Director of Media Production Services Must have a strong background in management, technical aspects of graphic and audiovisual production and knowledge of media production services. Masters degree required in a field related to print and non-print communications with at least three years experience. Glen Ellyn, IL. Deadline October 15, 1982.

E-HE 5026 Multiple Listings

Listing from Southern Illinois University in Carbondale. Positions in areas of Dental Assistant II, Accounting Clerk II, Assistant Food Production Manager, Histology Technologist, Editorial Assistant, etc. See Placement Office for more information.

E-SP-517 Teacher

Vacancy in High School for a Special Education Teacher certified in LD, BD, and EMH for the remainder of the school year. Interested applicants must possess or qualify for appropriate Illinois certification.

E-HE 5031 Director of Registration and Records For a school of Medicine. Will administer all aspects of student records, scheduling, grade processing and graduation certification. Bachelors degree and 3-5 years of previous experience in Records Management or Student Affairs Administration. **Chicago, IL.**

E-SP 507 Rehabilitation Coordinator

Bachelors degree in special education-psychology-social service or related. Prefer one year of experience but will consider educational background. Responsible for programming of 40 mentally retarded adults under supervision of service trainers. **Chicago Heights, IL.**

E-HE-5027 Executive Director

Executive Director of Development. Minimum of Bachelors degree is required. Prefer at least three years experience in annual and corporate fund-raising and articulate, positive, and self-starting.

Instructor-Fashion Merchandising Masters degree preferred with a major in Fashion Merchandising. Work-teaching experience will be weighted in relation to degree requisites. E-PL-199 E-PL-189 Listings from Prairie State College

Chgo. Osteopathic Medical Cent.-Bio Medical Assistant; Ill. Institute of Tech.-Financial Aid counselor, Editor, Graphic Designer, Reference Librarian, T.V. Station Eng., Asministrative Asst., Acc. Clerk, Computing Specialist; Haplday Centers-Rehabilitation Coordinator; Crusaders Central Clinic-Dental Hygenist; Northern Michigan Univ.-Instructor; Dr. Herman Taylor-Dental; Kids Are People Too-Teacher; Anita Stone Jewish Comm.-Teachers; Roman Nursing Home-Graduate Nurses; Chicago Urban Skills-Training specialist; Photo Craft-Sales Manager; BW Levy Sec. Consultant-Public Safety Officers; Glenwood Day Care-Teacher; Republic Funding Corp.-Sales; Prudential Ins. Co.-Agents; Milgrim-Kogan Co.-Management Trainee, Metropolitan Life Insurance-Sales; Sears-Security Assistant, and others.

E-PL-188 E-PL-198 E-PL-201 Listings from Eastern University

Charleston, Illinois

E-HE-5051 E-PL-197 E-HE-5040 E-HE-5041 E-HE-5045 Listings from University of Miami Miami, Florida

E-HE-5028 or E-PL-192 Purdue University D.P. Staff; Graphic Designer; Special Projects for Day Foreman; Academic Counselor-Advisor; Measurement Psychologist; Assistant Administrator; Publication Specialist; Financial Aid Officer; Staff Nurse; Glass Blower; Learning Resource Specialist; Medical Lab Technician; Library Assistant; Information Writer; Custodian; Food Service Worker; Checker; Machinist; Clerical.

HUMAN SERVICES

E-HE-5025 Clinical Psychologist

Seeking a counseling or clinical psychologist to provide personal counseling with a group emphasis. Qualifications must include a doctorate in clinical or counseling psychology and internship in the equivalent of an APA approved program.

E-HE 5029 Multiple Listings

Listing from University of Miami. See Placement Office for more information.

E-SP 512 Vocational Education-Adjustment Training Specialist

Provide services for handicapped adults. Train clients in vocational development and for competitive job skills in employment. Degree in special education or related field. **Morris, IL.** E-HE-5047 Lecturer

Academic Preparation: An earned doctorate in probability and statistics is required. Candidates with additional degrees in Mathematics are preferred. Candidates with university teaching experience and/or industrial experience are preferred. Available for Spring 1983.

E-HE-5048 Counselor

Provide counseling assistance to individuals and groups in all phases of decision making and an educational, personal, social and vocational nature. Masters degree in Guidance and Counseling required. Salary scale \$15,500 to \$23,250, commensurate with experience. Deadline October 13, 1982.

E-PL-200 Multiple Listings

Multiple listing from University of San Diego. See Placement for more information.

E-SEC-848 Science Teacher

High School Science- Prefer applicants qualified in both life and physical science. Must be qualified in Biology, Zoology and Comprehensive Science. Deadline September 29, 1982.

S-Nurs-94 Licensed Nurse

Private not for profit agency for the handicapped is seeking licensed nursing personnel for soon to be completed 41-bed residential facility in Alsip. Full and part-time positions.

MISCELLANEOUS

M-Other-262 Airline Jobs

Due to increased gas prices and cutback on personnel, airlines need to replace employees who have found other employment. Individuals applying must have a public relations personality, be willing to travel if required, in good health, and be a minimum of 18 years of age.

M-OTHER 261 Part-time Babysitter

In home, one child six months old. 4 days a week. 7:45-3:00. Prefer someone with babysitting experience. **Olympia Fields, IL.**

M-Other 260 Artist

Local artists are wanted to be interviewed for local cable T.V. to talk about their work. No fee but excellent chance to show works for patent sales.

M-OTHER 259 Babysitter

To take care of two children, ages 8 and 9. From 7-8:45 am, and then again from 3-5:30pm. In the morning to get them ready to go to school, and in the afternoon to take them to after school activities. (must be able to drive). **Park Forest, IL.** Salary \$60 per week.

Classifieds

NEED A TYPIST? Fortson's After 6 Secretarial Service for experienced academic typing. Pick up and delivery available. Call 534-5671.

Handicapped students needing transportation to GSU can contact Jerry Janowick at DORS, 481-3543 concerning the use of a van with a hydraulic lift.

Cont. from page 6

GSU is not the University of Illinois, but we should offer no apology for that. We provide what they don't: education for thousands of Northeastern Illinoisans who can't go to Champaign-Urbana, services and interns to local schools, hospitals, businesses and government agencies, research on problems of southern Cook, Will, and Kankakee counties, a cultural center for the southern suburbs, and above all opportunity for people U of I will not admit or cannot accommodate.

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While GSU provides much the same indirect benefits as any institution of higher education, we directly serve different people than do other schools. Our mission is to serve them well.

We offer them quality, utility, and accessibility. "Quality-Utility-Accessibility" is awfully prosaic for a school motto, but it's a good working definition of GSU's mission.

It may seem fatuous at a time when the University's body is suffering to devote an essay to its spirit. "We have more urgent things to worry about." But it is the spirit which provides--or ought to provide--direction for the body, as a compass does for a ship. Most of the more urgent problems we are worrying about stem from the fact that our spirit has been obscure, and its direction uncertain. We have been drifting, yawing before the shifting political winds. While the winds blew fair, we survived this, but now we are in dark and heavy weather. It is time to illuminate our compass clearly and set sails.



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Puzzle Answer

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R	O	T	A	R	E	A	I	N	T	O
R	E	T	O	R	T	G	I	N	A	M
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D	A	R	T	F	A	T	L	I		
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T	R	E	E	R	O	U	T	A	L	
E	A	R	N	A	N	T	S	S	T	A

Job Mart

The postings in the "Job Mart" are for GSU students and alumni who are REGISTERED WITH THE UNIVERSITY PLACEMENT OFFICE. We will be happy to furnish information if you will come into the Placement Office and present the Job Number shown above the position in which you are interested. If you have a completed and up to date credential file in the Placement Office but it is impossible for you to get into our office during office hours, please contact Mrs. Mary Hughes at Extension 2163-4.

BUSINESS

B-Sales-257 Part-time Sales Representative
College Students are needed to place posters around campus. Get paid for each post-card torn off and returned to our company. See Placement Office for more information.

B-MGMT 216 Management Trainee
To work with stock-sales. Must have ability to handle employees, paperwork, cash control. Days and-or evenings. Chicago Heights, IL.
B-SALES 258 Sales Positions (5)
For growing insurance company setting up a new office in Orland Park.
B-MGMT 217 Sales Manager-Sales Clerk
Manager-full-time. To supervise employees and sell cameras and equipment. Previous experience preferable. Clerk part-time. To stock shelves and sell cameras and equipment. Both jobs have flexible hours and open pay. Richton Park, IL.

B-SALES 259 Campus Marketing Representative
Designed for students and offers a flexible work schedule. Will post magazine subscription forms and distribute cards throughout the campus. To work in your own area. Company located in Lansing, Michigan.

B-SALES 261 Retail Sales Representative
Responsible for a specific territory of established accounts. Working with individual, grocery, drug stores, and mass merchandisers. Also responsible for selling, merchandizing (displaying of merchandise). Bachelors degree in some area of business necessary. Salary competitive, sales bonuses, car, and benefits. Grocery and sales experience helpful. Rolling Meadows, IL. AFFIRMATIVE ACTION EMPLOYER.

B-Other-221 Inventory Control Analyst
College degree in Business Administration with preferable emphasis in Production-Operations. Two to five years experience in a production inventory preferred, but also willing to train.

B-Other Staff Accountant
Degree in Accounting. Prefer some experience in an industrial or public accounting position.
B-Other-221 3 Editorial Positions
Social Sciences-Humanities-Math. Previous editorial experience or college teaching experience are strongly desired. AB.A or equivalent with background in Psychology, English, or Math is required.

B-Other Editorial Position
Strong Math background and recent teaching experience is required.

B-Other-221 Reading Editor
Strong reading background and recent teaching experience are required.

B-Other-221 Customer Service Representative
One year office experience or related customer service work. Must speak and write Spanish.
B-Other-221 National Product Manager
Education equivalent to a BA. Three years experience.

B-Sales-260 Sales Representative
National distributor of audio components, video equipment, music systems and accessories, selling through student representatives in schools.

B-OTHER 222 Cost Analyst
Permanent position. BA in accounting, preferably with 1-2 years of experience in manufacturing cost accounting. Familiarization with standard cost systems helpful. 8:15-4:40. Orland Park, IL.

B-SECR 114 Executive Secretary
Secretary to general manager, secretarial duties including sales analysis reports. Must have good typing and shorthand skills, statistical and mathematic skills. Bridgeview, IL.

B-ACC-164 Accounting
Staff Accountant \$16,680-25,128; Accounting degree No CPA, little or no experience but good potential. Senior Accountant \$22,320-33,864 Accounting degree CPA or close to it, 3 years experience as auditor, or with a public utility or regulatory agency. Financial Analyst MBA Background in finance, econometrics, statistics or data processing, limited experience but potential salaries at lower end or range.

B-Sales-262 Sales Representative
Cover established territory of Northwest Indiana of accounts such as chain and individual grocery. This company sells soaps, shampoos, and also a line of canned meats. Salary competitive, sales bonus car and expenses.

B-Other-223 Supervisor
Subscriber Services; directly supervises 15 to 18 people in assigned clerical unit. College degree with coursework in business preferred. One to two years supervisory experience in an office environment.

B-Other-223 Underwriter
Under the direction of the Manager, assists in setting rated, retention levels, analyzing income and prospective accounts for profitability, and prepares experience accounting reports and other statements. Normally requires a college degree with courses in mathematics and business. Two to three years of underwriting experience in group health and life insurance.

B-Other-223 Senior Marketing Representative
Under the direction of the appropriate Marketing Manager, responsible for new sales only, service only, or combined sales and service for assigned cluster. College degree plus 3+ years experience in Group Health Insurance.

B-Other-224 Regional Administrator
BS Degree or one-three years professional work experience required. Must exhibit exceptional oral and written communication skills.

B-Other 224 Program Analyst
BS in Engineering. Math or Computer Science required. To design and develop software for building control and energy management systems. Requires five+ years experience with realtime microprocessor multitask systems.

B-Other-224 Word Processing Clerk
Responsible for the logging and processing of a high volume of documents with time limits. Very responsible and cooperative personality required.

B-Other-224 Data Processing Clerk
Interested in individual who plans to pursue a career in data processing and who is currently pursuing studies in data processing.

PUBLIC SERVICE

PS-FED-754 Multiple Listings
Multiple Listing from Wroth-Patterson Air Force. See Placement Office for more information. Deadline October 22, 1982.

PS-FED-756 Exhibit Specialist
Candidate must have had five years of experience, three years of general and two years of specialized. The general experience should provide the candidate with the necessary dexterity and mechanical and artistic skill required to do the work of an exhibits specialist. Deadline September 30

PS-FED 753 Internship Projects
Volunteer organization, no pay but full credit is provided towards schooling. To work on community areas and world areas such as death penalty, congressional representatives, campaign and work with countries, working in film and human rights library, and other related work. Chicago, IL

PS-FED 748 Professor of Procurement Management

Deadline October 22. Salary \$28,245-\$36,723. Must have a minimum of three years of professional or technical experience. Bachelors degree in business administration, finance, marketing, accounting, management, economics, engineering or law. Ohio Deadline October 22, 1982

PS-LOC 394 Hospital Security Officer/Data Entry Operator I

See Placement Office for more information. Deadline September 27, 1982, 4:00 p.m.

PS-FED-747 Professor of Electronic Engineering

Performs faculty duties in the Department of Electrical Engineering. Instructs graduate and undergraduate students in the broad discipline of electrical engineering including specialization in at least one of the following areas: Computers, Electronic Devices, Electromagnetic Field Theory, Communications, Control Systems. Deadline October 1, 1982.

PS-FED 750 General attorney/Law clerk
Deadline September 27. Attorney salary \$19,477 annually, clerk salary \$19,477 annually. Must have successfully completed full course of study in school of law accredited by American Bar Association, and have first professional law degree (LL.B or J.D.) and must be admitted to the bar within 14 months from date of appointed (if selected). Ohio Deadline September 27, 1982

PS-FED 751 Assistant Biochemist/Assistant Computer Engineer

Assistant Biochemist: must have PhD, training in tissue culture, 2-3 years postdoctoral experience, especially in preparation of rodent and human cell cultures from various organs including liver, colon and esophagus and related 1/2 experience. Assistant Computer engineer: MS or equivalent is necessary, must have experience in electrical engineering, mathematics, or related. Must have 0-5 years of experience. Argonne, IL

PS-FED 752 Associate Division Director/Assistant Engineer/Assistant Metallurgist

Assoc. Director: BA or equivalent, at least 5 years of experience in all aspects of pricing, negotiating, and administering federal government contracts, must know rules and regulations of advanced business principles, etc.; Assistant Engineer: PhD or equivalent, specialized in area of heat transfer, fluid mechanics and numerical analysis. Assistant 0-5 years of experience, engineer 5 or more years of experience; Assistant metallurgist: PhD or equivalent, knowledge of tools and techniques of physical metallurgy, including alloy, thermodynamics and kinetics. Assistant 0-5 years of experience, metallurgist 5 or more years of experience. Argonne, IL

EDUCATION

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E-HE 5042 Director of Public Information
Must have strong background and skills in verbal and written communications, publications, coordination, design writing, and editing, print and electronic media, and understanding of community college. Masters degree is required, with a minimum of three years experience. Salary range \$25,000-30,000. Excellent benefits. Glen Ellyn, IL Deadline November 1.

E-HE 5043 Registrar
Doctorate preferred, masters and advanced graduate work required. Experience and training appropriate for functioning in area of recruitment, office management, systems design and data processing procedures necessary. Deadline September 30. Joliet, IL
E-HE 5044 Advertising-Sales
Sell advertising for student newspapers, outside sales experience, must be self-motivated. Salary 40 percent commission. Park Forest South, IL

E-SP 513 School Psychologist
To teach in BD. See Placement Office for more information.

E-HE-5036 Director of Community Center
Minimum of 6 years experience in student union or closely related degree; good speaking and writing skills; understanding of institutional business; budget, and management practices. Starting salary low 30's. Deadline October 8, 1982.

E-SP-511 Teacher
Teacher therapist for Special Education, Social Science or History certification. Type 9 Full Time, permanent position available immediately. Salary from 10,000 to 15,000 depending upon experience.

E-EL 822 Part-time teacher-After school program

To teach classes: Mondays Chemistry to 4-7th graders, 4-5:15, Mixed media, Monday 4-5:15 to 2-4th graders, Science Experiment classes on Tuesday 4-5:15, for Kindergarten-3rd grades, Thursday kindergarten club, 4:30-5:30, Dungeon masters club for playing dungeons and dragons game, 2-4th graders, and 5-8th graders, 2 classes, Wednesdays 4-5:30 and Thursdays 4-5:30. This teacher is in big demand because classes are scheduled to start and there is no teacher. Flossmoor, IL

E-SP 510 Special Education-BD-LD
Must be state certifiable. Bachelors degree. For first year teacher salary \$13,700. Richton Park, IL

E-EL-821 Teacher
Position available for Type 10 Certified Teacher at a new residential treatment center serving 20 emotionally disturbed children Rantoul, IL

E-PL-190 Multiple Listings
Multiple listings from Los Angeles County School Districts. See Placement Office for more information.

E-SEC-846 Teacher

Must be certified at all levels. Ability to read and write braille. Optional skills would be a plus. Physical Science teacher Senior High.

E-SEC-847 Librarian

The candidate must have library certificate for the State of Illinois. Salary range is from \$10,400-\$17,000, depending upon education and experience.

E-EL 820 Child Care Worker

Preferably over 18 years old, in program (college) or child care or education. Monday-Friday 2:30-6:30 or 2:00-5:00. May have morning job available also. Experience preferred but not necessary. To work in Orland Park, Frankfort or Matteson.

E-EL-823 Superintendent

Advanced degree is required and candidates should hold or qualify for an appropriate California Administrative Credential. Successful classroom teaching experience. Site or district office administrative experience required.

E-HE-5050 Secretary II

Ability to perform typing duties of average difficulty, high school graduation, and one year of experience involving simple and repetitive clerical duties. Deadline September 29, 1982. Editorial Assistant

Accuracy, thorough knowledge of English grammar and spelling, thorough knowledge of editorial symbols, high school graduation and one year experience or university training.

E-Other-777 Teacher

Teacher for one course per day in a retail sales worker training course for entry level workers, Illinois Teaching Certificate with experience in retail sales.

E-SEC-850 Wrestling coach

Will coach wrestling to high school students. Must be a certified teacher in the state of Illinois. Needs to know something about wrestling but will have a good assistant who has lots of knowledge. Needs to be available for meets.

E-SEC 845 Biology Teacher

To teach on secondary level. Need certification 9,10. Bachelors and teaching certification. Plus appropriate coursework. Experience helpful but not necessary. Available immediately. Calumet City, IL.

E-SEC-849 Teacher

Full time person needed for 2 periods Remedial Reading, 1 period English 10; work with Admissions Director-no experience needed. The candidate must be qualified to teach Remedial Reading and English and must be certifiable in the State of Illinois.

E-SP-514 Speech Pathologist
CCC-SP. Will consider CFY candidate with background in adult stuttering, voice, and aphasia. Some local travel required. Flex-time scheduling with some evening hrs.

E-HE-5033 Assistant Director

Masters degree in employment counseling, student personnel, or a related field. One to two years of previous experience, of which a significant portion should be outside of education, preferably in management or public administration. Deadline October 1, 1982.

E-SP-508 Speech Pathologist
Masters level, to work with age 3-21, MR-DD population in private school. Prefer training and experience in total communications with ASL.

E-SP-509 Student-Teacher Pathology
Interested in supervising a student-teacher majoring in Speech-Language Pathology.

E-PL-193 Multiple Listing

Multiple Listings from Blackburn College. See Placement Office for more information. Carlinville, Illinois.

E-SP-515 Certified Social Worker

At a residential treatment facility for emotionally disturbed children: Certified Social Worker or Registered Psychologist with psychodynamic orientation and supervisory experience.

E-SP-516 Teacher

New residential program for twenty severely emotionally disturbed children, ages 5-12. Now hiring special education teacher with type 10 Certification. Also hiring half-time Speech-Language Clinician. Deadline October 15, 1982.

E-HE-5024 Multiple Listings

Multiple listings from University of Miami. See Placement Office for more information.

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